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ABSTRACT

This self paced program in American Civics is for the ninth grade student who needs extra assistance, who has experienced learning difficulties in the past, and who definitely plans to enroll in a high school vocational course. The instructional materials written at an elementary reading level consist of six Learning Activity Packages (LAPs) covering the following topics: What is Citizenship, The Local Government, State and Federal Government, Finding a Job and Getting Along with People, Spending Your Money Wisely, and Your Environment. Each LAP is divided into several broad, topic sections containing statements of behavioral objectives followed by activities, worksheets, self evaluation tests, and advanced study projects. The introduction to the course advises students of the requirements for its successful completion. (Author/JH)

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LEARNING ACTIVITY PACKAGE

Freedom from search without a warrant

Freedom from cruel or unusual punishment

SØ 007 615

WHAT IS CITIZENSHIP?

Ninety Six High School
Ninety Six, S.C.

AMERICAN CIVICS 91

REVIEWED BY

LAP NUMBER 1

WRITTEN BY Betty C. Calhoun

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RATIONALE

FREEDOMS GUARANTEED BY THE BILL OF RIGHTS

- Freedom of religion
- Freedom of the press
- Freedom of speech

SOME OF OUR RIGHTS AS AMERICANS

- Right to vote
- Right to an education
- Right not to have soldiers stationed in one's home
- Right to police protection

SOME OF OUR DUTIES AS AMERICANS

Obeying the law

Serving on a jury

Serving in the armed forces

SECTION I - THE BEGINNING OF DEMOCRACY IN AMERICA

Behavioral Objective 1:

After you finish these activities, you will be able to name the continents and their location.

1. Using the Beginning Dictionary, you will define "continent".
2. From the above world map, list the continents.
3. The teacher will pronounce the continents and play a spelling game.
4. You will draw and name each continent.
5. Using the work-sheets that will be given to you, you will:
   a. Write the meaning of the word sphere.
   b. Write the meaning of the word hemisphere.
   c. Draw the western hemisphere that Christopher Columbus discovered.
   d. Draw the eastern hemisphere.
   e. Point to the equator, North and South Poles.
6. The teacher will discuss the explorers in general with the class.
7. You will write reports on:
   a. Christopher Columbus
   b. Ferdinand Magellan
   c. Cortez
   d. Leonardo Da Vinci
   e. Henry Hudson
   f. John Cabot

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8. Using a world map, the teacher will mark off the areas that each nationality claimed in different colors.

   a. English claims
   b. French claims
   c. Portugal's claims
   d. Spanish claims

Behavioral Objective 2:

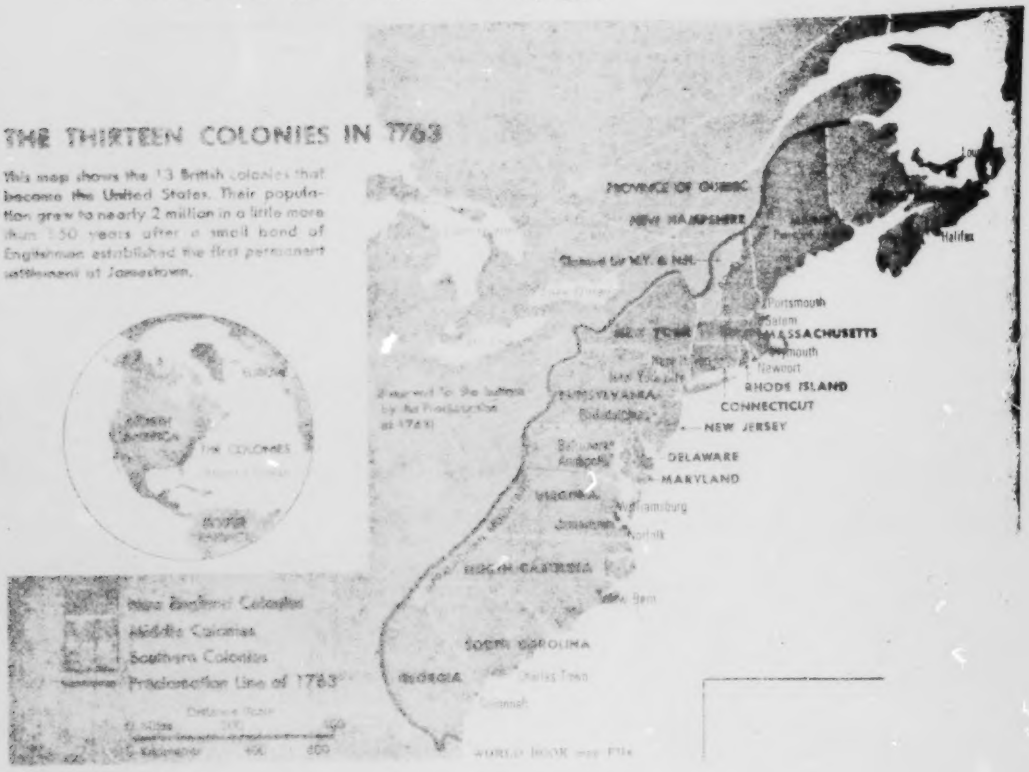
After you finish these activities, you will be able to name the colonies.

Activities:

1. Using the overhead projector and a transparency, the teacher will name and describe the New England Colonies, Middle Colonies and the Southern Colonies in terms of:

   a. location
   b. ways of making a living
   c. Ethnic groups
   d. self-government
   e. laws in the colonies

2. From the map below, write the New England Colonies, Middle Colonies, and the Southern Colonies.



NEW ENGLAND COLONIES:

MIDDLE COLONIES:

SOUTHERN COLONIES:

3. From the overhead projector and a transparency, write the:

ROYAL COLONIES:

(1)
(2)
(3)
(4)
(5)
(6)
(7)

PROPRIETARY COLONIES:

(8)
(9)
(10)

SELF GOVERNING COLONIES:

(11)
(12)
(13)

4. You will unscramble the spelling of the 13 colonies. Place the correct spelling of each colony on the line below the scrambled letters.

G N I T R I V A	G I A G E O R	A N D M A R Y L
_____	_____	_____
Y L V S A N I A P E N N	W A R D E L A E	N E C T C O N U T C I
_____	_____	_____
A C H U S E T T S M A S S	E N W O K R Y	
_____	_____	

5. You will write a short report on each of the following statesmen:

   a. George Washington
   b. Thomas Jefferson
   c. Alexander Hamilton
   d. Patrick Henry
   e. Tom Paine
   f. Paul Revere
   g. John Paul Jones

6. The teacher will play a "Who Am I" game with the students, using each of the above statesmen.

SELF EVALUATION

I. Circle the correct answer.

1. Continents of the world:

   a. North America
   b. South America
   c. Asia
   d. Africa
   e. all of these

2. I live on the continent:

   a. North America
   b. South America
   c. Asia
   d. Europe

3. The largest continent in the world is:

   a. Asia
   b. Africa
   c. Europe
   d. North America

4. A sphere is shaped like a:

   a. square b. ball c. triangle d. rectangle

5. Hemi means half. Half of a sphere is called:

   a. hemisphere b. circle c. triangle d. square

6. Columbus discovered the:

   a. western hemisphere
   b. eastern hemisphere
   c. northern hemisphere
   d. southern hemisphere

II. Place "T" for true and "F" for false.

____1. Purify means to make pure.

____2. Roger Williams was a Puritan at first, who later helped to start the Rhode Island Colony.

____3. The Pennsylvania Colony was started by Quakers. William Penn started this colony.

____4. The first people who came to Jamestown, Virginia in 1607 came for gold.

____5. At first, there were only the Northeast and Southeast colonies.

____6. Connecticut is a New England state.

____7. Georgia is a southern state.

____8. The first Negroes that came to the New World to stay came in 1619 on a Dutch ship.

____9. The first written government in the New World (America) was the Mayflower compact.

____10. The first 13 British Colonies later became American Colonies or states.

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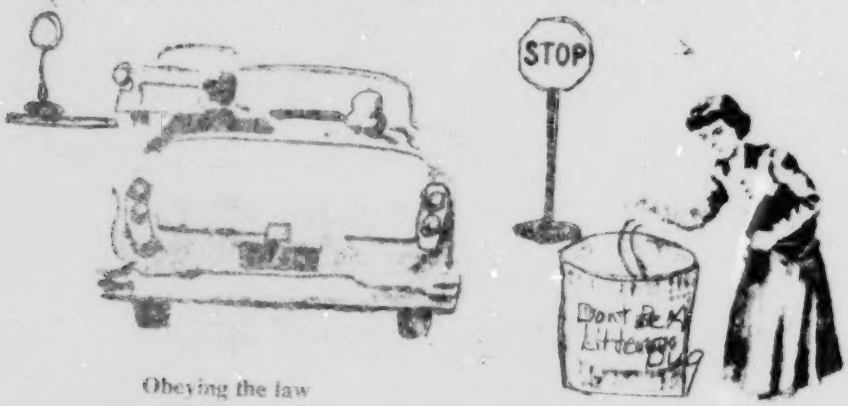
BEHAVIORAL OBJECTIVE I:

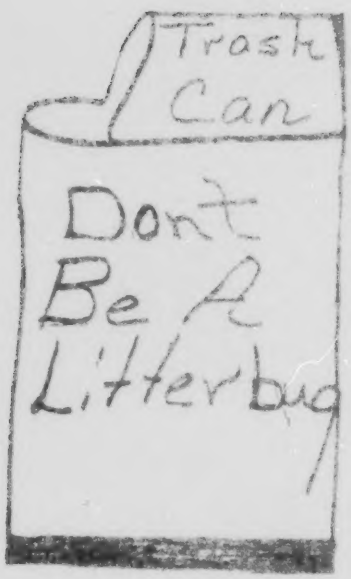
After you finish the activities, you will be able to tell what citizenship means.

ACTIVITIES FOR BEHAVIORAL OBJECTIVE I:

1. Using the dictionary that the teacher gives to you, page 111, write the meaning of citizenship.
2. The teacher and the students will talk about citizenship.
3. A film will be shown on "Good Citizenship" and each student will tell one thing he learned about good citizenship.
4. Name which picture below shows good citizenship?



Obeying the law



2. Draw pictures showing good citizenship and bad citizenship.

3. Using the dictionary that the teacher gives to you, pages 571, 201, and 261. Write the meaning of these three words:

   a) right b) duty c) freedom

4. You will see a filmstrip and listen to a tape on, "The Freedoms, Rights, and Duties of an American Citizen."

5. The teacher and students will talk about the freedoms of an American citizen.

6. The teacher and the students will talk about the rights of an American citizen.

7. The teacher and the students will talk about the duties of an American citizen.

8. Worksheets will be given to you from the filmstrip and tape on, "Freedoms, Rights and Duties of an American Citizen." These should be done and handed into the teacher.

9. Comic strips will be given to each student on, "Freedom and You."

10. A comic strip will be given to you on what to do if arrested by a policeman. Teacher and students will talk about this in small groups.

11. The students will see a film on, "Are You a Good Citizen?"

SELF EVALUATION

I. Put "T" if the sentence is true, and an "F" if the sentence is false.

_____ 1. Citizenship is the duties and rights of an American citizen.

_____ 2. A duty is what a person ought to do, or should do.

_____ 3. Freedom means to be free to do what is right within the law.

_____ 4. A right means to do what is good, true or just.

_____ 5. Civics is the study of our laws and our people.

II. Answer the statements below by putting RIGHT if it is a freedom we have, and DUTY if it is something we ought to do, or should do. Put your answer on the line after the sentence.

1. Freedom to go to church _____

2. Freedom to buy land _____

3. A citizen should keep himself clean. _____

4. A citizen should follow the law. _____

5. Freedom to vote _____

Section II How Do You Become An American Citizen?

BEHAVIORAL OBJECTIVE I:

After you finish the activities, you will be able to write the meaning of alien.

ACTIVITIES FOR BEHAVIORAL OBJECTIVE I:

1. Using the overhead projector, the teacher will show you, two ways of becoming an American citizen.
2. Using the dictionary that the teacher gives to you, pages 256 and 433, and 447, write the meaning of these five words.

   a) alien
   b) foreigner
   c) naturalization
   d) native
   e) oath

3. The teacher will tell you the story of Konrad Schmidt, an alien that became an American citizen through naturalization.
4. Using the overhead projector, the teacher will write the steps by which an alien becomes an American citizen.
5. American Civics - page 247. Draw the chart on, "How An Alien Becomes A Citizen."
6. Worksheets will be given to you on how an alien becomes a citizen.
7. Using the overhead projector, the teacher will show you the rights of a new citizen or naturalized citizen.
8. Comic strips will be given to each student on, "Why Vote?"

BEHAVIORAL OBJECTIVE II:

After you finish the activities, you will be able to tell ways of losing your citizenship.

ACTIVITIES FOR BEHAVIORAL OBJECTIVE II:

1. Using the dictionary that the teacher gives to you, pages 184 and 718, write the meaning of these two words:

   a) disloyal
   b) treason

2. Using the overhead projector, the teacher will show you ways in which citizens born in America may lose their citizenship.
3. Draw a picture showing one way a citizen born in America may lose his citizenship.

4. Using the overhead projector, the teacher will show you ways in which new citizens or naturalized citizens may lose their citizenship.

5. The teacher and students will talk about the importance of being a good, true citizen.

Behavioral Objective III.

After you finish these activities, you should know how to honor and display your flags.

Activites:

1. Using the Beginning Dictionary by Thorndike, Barnhart and Scott, write the meaning of:

   a. pledge
   b. allegiance
   c. loyalty
   d. indivisible
   e. justice
   f. liberty

2. Using the booklets "You and Your Flag", page 2, answer the question "What is a flag?".

   a. Using the booklet "You and Your Flag", pages 8-9, the teacher will help students name the parts of the flag.
   b. Using the booklet "You and Your Flag", pages 8-9, write the meaning of the flag colors:
      red -
      white -
      blue -

3. Using the booklet "You and Your Flag", page 10, list when to display the flag.

   What days should the flag be displayed? (page 11)

4. The teacher and students will list and demonstrate ways of displaying the flag in terms of:

   a. on a staff
   b. cross on a wall
   c. grouped with other flags
   d. on the speaker's platform
   e. flat on the wall
   f. in an audience

Worksheets will be given to evaluate the above activities.

SELF EVALUATION

I. Using the words below, fill in the blank lines with the correct answer.

COLUMN A

a) native
b) alien
c) naturalization
d) disloyal
e) treason

COLUMN B

1. An _____ is a foreigner.
2. A _____ is a person born in a certain country - United States.
3. To be _____ is not to be true.
4. _____ is to work against your government.
5. _____ is the way in which an alien becomes an American citizen.

II. Put "T" if the statement is true and "F" if the statement is false.

_____ 1. An alien must be at least 18 years old before he can become a naturalized American citizen.

_____ 2. An alien must be able to read, write and speak a little English before becoming a naturalized American citizen.

_____ 3. If an alien has not married an American citizen, he must live in the United States five years before becoming a naturalized American citizen.

_____ 4. Before an alien can become a naturalized citizen of the United States, he must give up his citizenship rights in his own country.

_____ 5. Any American citizen who votes in an election in another country, may lose his American citizenship.

_____ 6. The flag should be displayed from sunrise to sunset.

_____ 7. The flag should be flown on special days like the Fourth of July.

_____ 8. Never use the flag as a decoration.

_____ 9. On a staff, the American flag should always be higher than any state, city or school flag.

_____ 10. In an audience, the U.S. flag should always be to the right of the people.

ADVANCED STUDY

1. You may do a poster on good citizenship and bad citizenship.
2. You may do a bulletin board on "Our Freedoms." These are found in our Bill of Rights.
3. You may do a poster on your duties as an American citizen.
4. You may do a poster on your rights as an American citizen.
5. Draw the flag of the United States, study the comic strips on displaying the flag and show the class how to display the flag.
6. Draw the flag of South Carolina, study pages 251-252 of your American Civics book and show the class how to display the state flag.
7. You may do a poster, listing the ways in which a flag should be respected and taken care of.

Section I WORKSHEET

From the filmstrip and tape and the talk with the teacher on the freedoms, rights, and duties of an American citizen, do the worksheets below.

I. Answer the statements below by putting RIGHT if it is a freedom we have, and DUTY if it is something we ought or should do. Put your answer on the line after the sentence.

A. Freedom to go to church. _____

B. Freedom to own land. _____

C. Freedom to vote. _____

D. Freedom to go to school. _____

E. Freedom to work. _____

F. Freedom to go to Greenwood State Park. _____

G. Freedom to have a trial by jury. _____

H. A citizen ought to do what the law says. _____

I. To pay taxes _____

J. A student should study. _____

K. A citizen should not throw paper on the ground. _____

L. A citizen should not walk on other people's grass. _____

M. A citizen should read the newspaper. _____

N. A citizen should take care of library books. _____

O. A good citizen should take care of his school. _____

P. A good citizen should take care of his home. _____

Q. A good citizen should help to take care of his community. _____

R. A good citizen should take care of his body, by keeping clean and healthy. _____

S. All men should serve their country by going in the armed forces. _____

Section II

W O R K S H E E T

I. Write "T" for true, and "F" for false in the line before each sentence.

_____ 1. Naturalization is the law by which an alien becomes an American citizen.

_____ 2. Visa is a paper saying that you can go to another country.

_____ 3. If you are born in any state in the United States, you are an American citizen.

_____ 4. An alien is a foreigner.

_____ 5. The first step in an alien becoming a citizen is to take the oath of honesty.

LEARNING ACTIVITY PACKAGE

THE LOCAL GOVERNMENT

SØ 007 6/5

Ninety Six High School - Ninety Six, S.C.

AMERICAN CIVICS 91

REVIEWED BY

Irma Campbell

LAP NUMBER 2

WRITTEN BY Mrs. Calhoun

112173

RATIONALE

GREENWOOD COUNTY

HISTORY: Greenwood county was formed in 1897 from Abbeville and Edgefield counties. In 1824 Judge John McGechee left the old Cambridge Mrs. McGechee named her home Green Wood.

November, 1775 the Whigs and the Tories fought at Ninety Six, this played an important role in the Revolutionary War.

Greenwood's 316-foot main street was believed to be one of the wildest in the world.

New industrial economy has moved in, but agriculture still is an important part of the economy.

Lander College and the College of Commerce are both located in the county.

SECTION I Units of Local Government

BEHAVIORAL OBJECTIVE No. 1:

After you finish these activities, you will be able to define local government.

Activities:

1. Using the dictionary, pages 381-382 define:

   a. local b. local government c. municipal

2. The teacher will show pictures of local government buildings.

   a. Name two local governments that you know.

3. Using the overhead projector and a transparency, the teacher will name and explain the types of local government.

   a. The teacher will show you how local government is established.
   b. The teacher will show and demonstrate the needs for local government.

BEHAVIORAL OBJECTIVE No. 2:

After you finish these activities, you will be able to discuss your town government.

Activities:

1. Using the Beginning Dictionary by Thorndike and Barnhart define the word "town".

2. Using colored crayons or felt tip pens, mark off these places on the map the teacher will give to you.

   a. Your school (Ninety Six High)
   b. The Middle School
   c. The street or road on which you live
   d. The Elementary School

3. The teacher will discuss and demonstrate ways in which we help our local government.

4. In a general class room discussion with transparencies and posters, the teacher will show how the local, state and federal government help each other.

BEHAVIORAL OBJECTIVE No. 3:

After you finish these activities, you will be able to describe city government.

Activities:

1. Using the Beginning Dictionary by Thorndike and Barnhart you will be able to define the word "charter".

2. Using the overhead projector and a transparency, the teacher will list the ways in which city government serves you.

   The teacher will list and explain the three types of city government.

3. Using the overhead projector, the teacher will explain the Mayor Council form of government in terms of Ninety Six.

I. Answer the questions below, from chart 1, in the back of the LAP.

1. Who elects the Mayor of Ninety Six? the _____

2. Who makes the laws for the town of Ninety Six?

3. Who elects the town council?

4. List two powers of the mayor of Ninety Six.

   a. _____

   b. _____

5. Under the Mayor-Council government, the town is divided into districts called _____

6. Define: a. unicameral

   b. bicameral

7. Does Ninety Six have a unicameral council ward, or a bicameral council ward?

8. Using the Beginning Dictionary by Thorndike and Barnhart, define the term "official".

   Name an official of Ninety Six.

9. From the chart below, list the officials of Ninety Six according to their job.

Mayor ---- Mrs. Mary L. Bell
Mayor Pro-Tempore ---- Mr. Charles McCall

Clerk-Treasurer ---- Mrs. Helen E. Pruitt
Town Recorder ---- Mr. J. M. Pracht

COUNCILMEN FOR EACH WARD

Francis H. Floyd	-----	Ward 1
Bettie Warren	-----	Ward 2
Clardy Godfrey	-----	Ward 3
Arvest Turner	-----	Ward 4
O. L. Godfrey	-----	Ward 5
W. L. Bridges	-----	Ward 6

Fire Chief ----- W. A. Summers

Chief of Police ----- John Rushton

10. The teacher will describe or list one duty for each of the above officials.

11. An official from each of the above departments will speak to the class on local government in Ninety Six.

12. Using the overhead projector and a transparency, the teacher will describe the Council Manager's plan of government in terms of Greenwood.

I. Answer these questions from chart II in the back of the LAP.

1. Who elects the city council? the _____

2. Who makes laws for the city of Greenwood? _____

3. Who hires the city Manager? the _____

4. Who enforces the city laws? the _____ _____

5. Who appoints the heads of Greenwood city departments?

6. List three powers of the city manager.

a. _____

b. _____

c. _____

7. Write the name of Greenwood's city manager. _____

Using the overhead projector, the teacher will list the officials of Greenwood.

8. Complete the worksheet in the LAP on page 6 .

9. A field trip to the municipal building in Ninety Six and Greenwood will be scheduled.

W O R K S H E E T PART I

Using the words and phrases, fill in the blank space below.

a. charters
b. Mrs. Mary Bell
c. county seat
d. school district
e. wards
f. 52
g. superintendent

1. _____ are city election districts.

2. Ninety Six is our local _____ _____.

3. We live in school district _____.

4. Mr. Boozer is our school _____.

5. _____ are granted to local governments by state legislature.

6. The county courthouse is located in the _____ _____

7. Mayor of Ninety Six is _____.

SELF EVALUATION

True - False: In the space provided put "T" for true and "F" for false.

_____ 1. Your local government is in your community.

_____ 2. A ward is a town or city election district.

_____ 3. Local governments include city, town, and county government.

_____ 4. Our laws are made by the town council and the mayor.

_____ 5. The mayor of Ninety Six is elected by the people.

_____ 6. Superintendent of the Ninety Six schools is J. C. Boozer.

_____ 7. A person that works in our government is called an official.

_____ 8. We live in school district number 52.

_____ 9. The county Municipal Buildings are in Greenwood.

_____10. The local government provides many services for the people.

Part II - Using these names fill in the correct blank space below.

a. Mrs. Mary L. Bell
b. Mr. J. C. Boozer
c. Mr. John L. Rushton
d. Mr. W. A. Summers
e. Mrs. Helen E. Pruitt

1. _____ is mayor of Ninety Six.

2. Chief of Police for Ninety Six is _____.

3. Ninety Six town clerk and treasurer is _____.

4. Superintendent of Ninety Six Schools is _____.

5. Ninety Six Chief of the fire department is _____.

ADVANCE STUDY

1. Write a report on Star Fort.

2. Write a one page report on Interstate commerce.

3. Prepare a scrapbook of articles on the local government of Greenwood and Ninety Six.

W O R K S H E E T PART II

Worksheet on the officials of Greenwood.

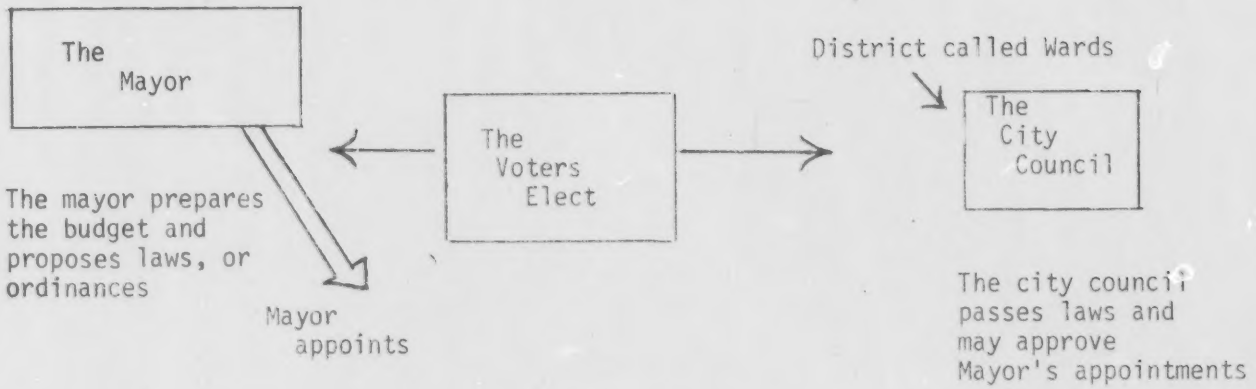
I. Fill in the lines below with these names and words.

a. James D. Jefferies
b. John Wash, Jr. and W. S. Harrison
c. Ted Wyndham
d. Truman Campbell
e. Hardin Camp
f. voters
g. ordinances
h. Edna McDaniel
i. W. K. Charles, Jr.
j. Travis Higginbotham

1. Greenwood city attorney is _____.
2. The Greenwood city mayor is _____.
3. The Greenwood city traffic recorder is _____.
4. The Greenwood city manager is _____.
5. The mayor and the six councilmen of Greenwood are elected by the _____.
6. Local laws are called _____.
7. Greenwood city clerk and treasurer is _____.
8. Two of Greenwood city's councilmen are _____ and _____.
9. The Greenwood city fire chief is _____.
10. The Greenwood city chief of police is _____.

CHART I

MAYOR COUNCIL CITY GOVERNMENT


The Mayor
The Voters Elect
District called Wards
The City Council
The mayor prepares the budget and proposes laws, or ordinances
Mayor appoints
The city council passes laws and may approve Mayor's appointments

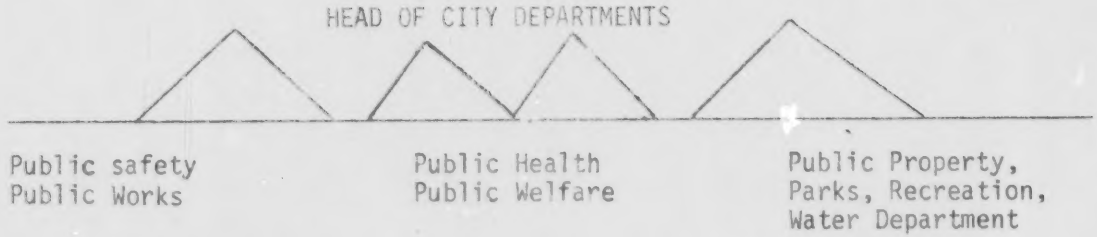
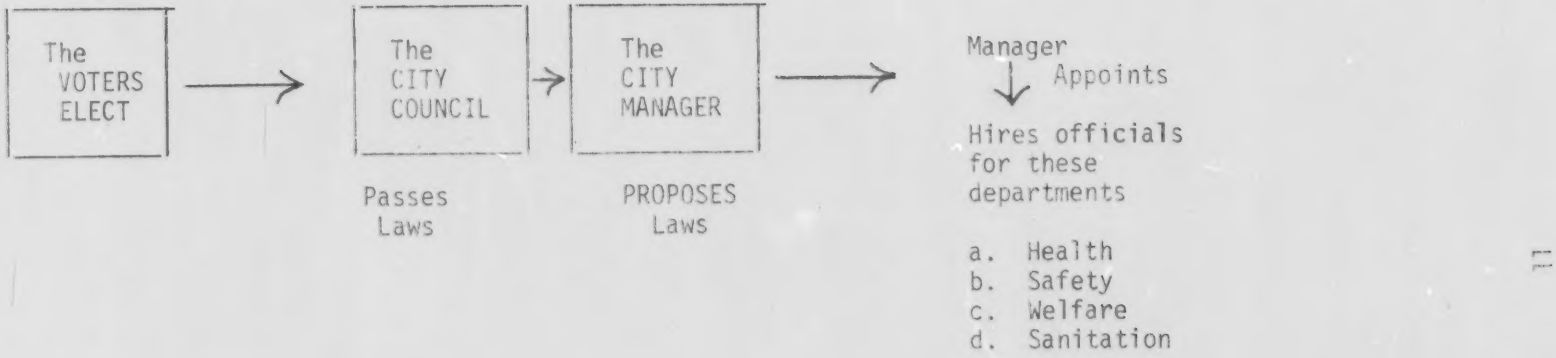


CHART II

CITY MANAGER PLAN OF CITY GOVERNMENT



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TOWN OF NINETY SIX

MAP SHOWING STATE HIGHWAYS MAINTAINED BY S. C. STATE HIGHWAY DEPARTMENT

COURTESY OF
CHAMBER OF COMMERCE

LEGEND

- STATE HIGHWAYS
- OTHER STREETS
- CITY LIMITS
- RAILROADS
- HIGHWAYS TO BE MAINTAINED AFTER CONSTRUCTION

LEARNING
ACTIVITY
PACKAGE

STATE AND FEDERAL GOVERNMENT

S,S007615

Ninety Six High School · Ninety Six, S.C. ·

AMERICAN CIVICS 91

REVIEWED BY Donna Campbell

LAP NUMBER 3

WRITTEN BY Betty Calhoun

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KNOW YOUR

AND

National Governments

Behavioral Objective I

After you finish these activities, you will be able to define LAW.

Activities:

1. Using the Beginning Dictionary by Thorndike, Barnhart and Scott (page 330), you will define LAW.

   a. The Teacher will discuss the importance of laws.
   b. The Teacher will give illustrations of laws.

2. Comic strip booklets on the law will be discussed in small groups.

   a. You will be given cards illustrating right and wrong.
   b. You will recognize the card that illustrates right from the card that illustrates wrong.
   c. You will tell what you see in each card.

3. Using the Beginning Dictionary by Thorndike (pages 585, 211, 249) you will define:

   a. State
   b. Federal
   c. Government

4. Using a transparency,the Teacher will show you what laws the states have and what laws the federal government has.

   a. You will be given a picture chart with examples of state and federal laws.
   b. Using a transparency, the Teacher will explain how laws are made.
   c. Pictures of lawmakers will be shown to students.

5. Using the Beginning Dictionary (page 334), you will define LEGISLATIVE.

   a. A picture of the United States Legislation (Congress) will be shown.

6. You will observe and listen to a filmstrip and a tape on the Legislative Branch.

   a. Worksheets on the filmstrip and tape will be given to each of you.
   b. The sheets will be checked in a general classroom discussion.
   c. A member of the House of Representatives may speak to the Class.

Behavioral Objectives:

After you finish these activities, you will tell the duties of the President of the United States.

Activities:

1. Using the Beginning Dictionary by Thorndike (page 200), define Executive.

   a. Who is in the Executive Office of the United States government?
   b. The Teacher will describe the executive office and show a picture of it.
   c. You will tell some of the workers in the United States government.

2. Using the overhead projector and a transparency, the Teacher will explain the duties of the President of the United States.

   a. The Teacher will demonstrate some of the duties of the President.
   b. You will be given a chance to act out duties of our President.
   c. Pictures of the President and Vice President will be given to you.

3. The Teacher will describe and show pictures of the White House.

   a. You will tell who lives in the White House.
   b. You will give the location of the White House.

4. You will listen to a tape and observe a filmstrip on the "Executive Branch".

   a. Worksheets will be done in class during the tape and filmstrip.

5. Using the Beginning Dictionary of Thorndike (page 315), you will define:

   a. Judicial
   b. Judge

6. The Teacher will show pictures of the United States Supreme Court Building.

   a. Pictures of the U.S. Supreme Court Judges will be shown.
   b. From the picture, write the number of judges on the U.S. Supreme Court.
   c. Tell where the U.S. Supreme Court is located.

7. Using a transparency with the overhead projector, the Teacher will explain the duties of our U.S. Judicial System.

   a. The Teacher will use the assassination of ex-President John F. Kennedy to explain the duties of the United States Supreme Court.
   b. The Teacher will tell the story of the kidnapping trial of Hilda Gray to show the students the duties of the federal courts.

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c. You will explain the purpose of the ...
d. You will listen to a tape and observe a filmstrip on the Judicial Branch. Generally we will discuss the filmstrip.

8. Answer the questions below from the picture and the word list.

(1) federal
(2) government
(3) nine judges

A. List the three parts of the Federal Government.

a.
b.
c.

B. Who makes the Laws of the United States?

_____

C. The part of the Federal Government that punishes lawbreakers is

_____.

Explain the Laws.

D. A union of states with rules that govern a country is:

_____

E. To control or to rule - The rules that the people set up to help run the country are _____.

F. The person over all the country to see that laws are carried out is

_____.

Behavioral Objective:

After you finish these activites, you will be able to draw a map of the United States.

Activities:

1. From the map in the back of this LAP, draw and label the United States map.

   a. Color the state you live in green. Color the other states any color except green.
   b. Write the capital for each state.
   c. Write the abbreviation for each state (example - S.C. is South Carolina).

2. The Teacher will describe the states according to regional location. (example - southern states, New England states, etc.)

   a. The Teacher will then pass out portions of the U.S. map for demonstration.
   b. In small groups, you will describe your states in terms of location, shape and size.
   c. Write the names of two rivers in South Carolina.
   d. Write the names of two lakes in South Carolina.
   e. List the symbols of South Carolina.
   f. Draw one symbol of South Carolina.

I. Using the words from the list below, answer the following questions.

Richard M. Nixon	Spiro Agnew	Warren Burger
W.J. Bryan Dorn	Executive	Legislative
Judicial	50	Columbia

1. The President of the United States is _____.
2. The Chief Justice of the United States is _____.
3. The Vice-President of the United States is _____.
4. The United States Representative from Greenwood, South Carolina is _____.
5. The part of the government that makes the laws is _____.
6. The part of the government that sees that the laws are carried out is _____.
7. The number of states in the United States is _____.
8. The location of the capital of South Carolina is _____.
9. The part of the government that punishes lawbreakers is _____.

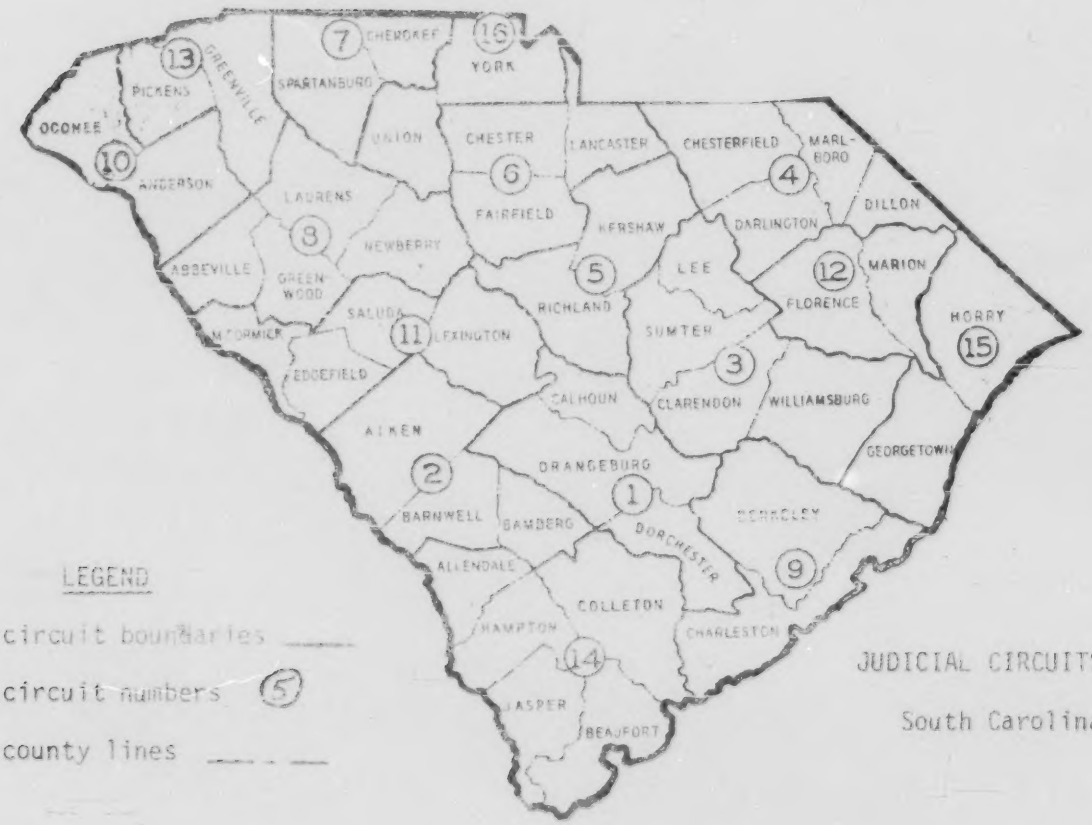
SECTION II

Behavioral Objective I

After you finish these activities, you will be able to describe a territory of the United States.

Activities:

1. Using a dictionary, you will define TERRITORY.
2. The Teacher will name and show pictures of United States territories.
3. Using an overhead projector, the Teacher will show and describe a United States territory.
4. The student will draw and label and color one of the United States territories that the Teacher gives the students.
5. Using the bulletin board and cards, the Teacher will demonstrate the five stages through which a territory usually passes before becoming a state.
6. Using a dictionary, you will define state and name the state you live in.
7. Using the South Carolina map below, answer the questions on the next page.



LEGEND

circuit boundaries ____

circuit numbers (5)

county lines ____ . ____

JUDICIAL CIRCUITS of South Carolina

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b. Write the name of the county you live in (using the map) and then color it green.

c. Name the six counties surrounding Greenwood County.

(1) (3) (5)
(2) (4) (6)

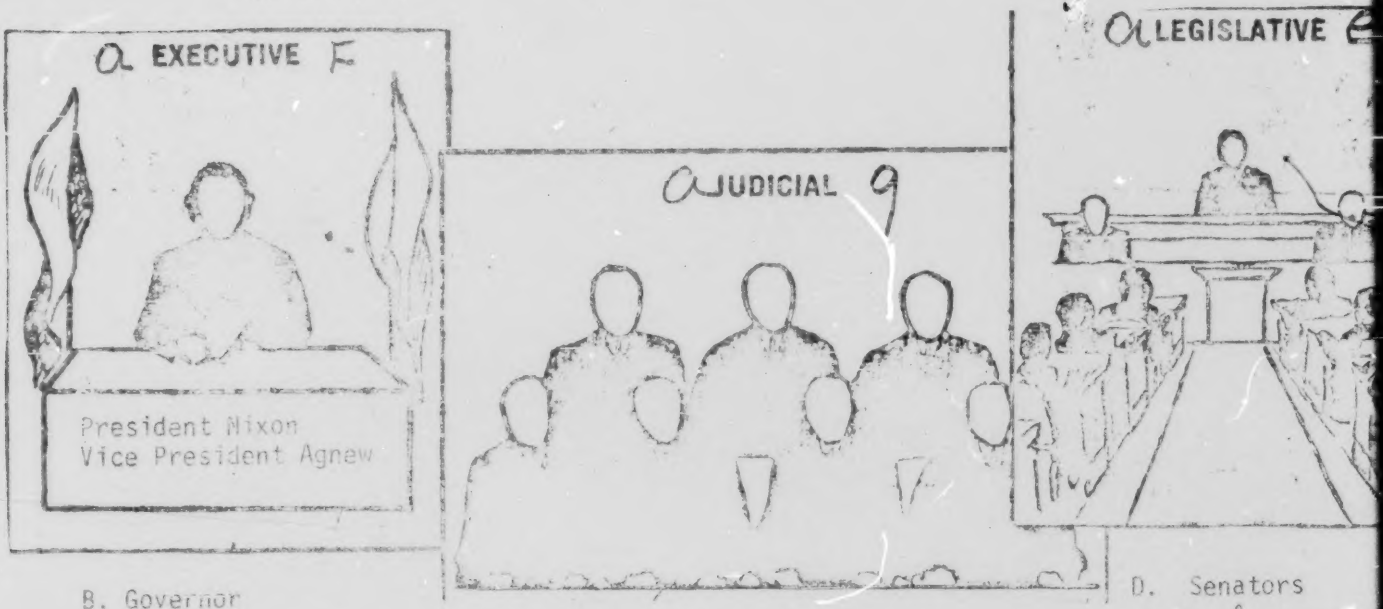
d. From the map, how many counties are in South Carolina? _____

Behavioral Objective II

After you finish these activities, you will be able to name the parts of our state government.

Activities:

1. Using the overhead projector, the Teacher will explain why we need state government.
2. Using a transparency, the Teacher will describe the state house.
3. Using the overhead projector and a transparency, the Teacher will explain each part of the state government.
4. The picture of the chart below shows the three parts of our state government.



B. Governor & Lieutenant Governor

C. State Supreme Courts

D. Senators & Representatives

5. Fill in the blank spaces (using the chart) with a word, words or phrase.

a. The three parts of our state government are _____,

_____ and _____.

b. The _____ and the _____

are in the executive office of our government.

c. The state _____ _____ are in the

judicial office of our government.

d. The _____ and the House of _____ are in the

legislative office of our government.

e. The part of our government that makes the laws is the

_____.

f. The part of our government that sees that the laws are carried out

is the _____.

g. The part of our government that punishes lawbreakers and houses the

state supreme court is _____.

6. Using Beginning Dictionary (pages 404, 153 & 672) you will define these words:

a. office b. officers c. officials d. departments e. voter

7. A picture of the mayor will be shown to illustrate an official.

8. Using transparencies, the Teacher will explain the state executive office.

a. Then the students will answer the questions under the picture charts on the executive. (see the following page)

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ELECT

(1) What is the difference between the state executive office and the United States executive office?

(2) How many voters are in the top picture?

(3) Who elects the state officials in the executive office?

(4) Count the entrances in the chart and write the correct number in this space. _____

(5) Name the nine departments in the state executive government. Write them on the lines below.

Governor (example) _____ _____

_____ _____

_____ _____

_____ _____

_____

(6) Who is Superintendent of Schools in South Carolina?

_____

(7) Who is the Governor of South Carolina? _____

9. Using transparencies, the Teacher will explain the state general assembly. Then the students will answer questions from the picture charts on the next page.

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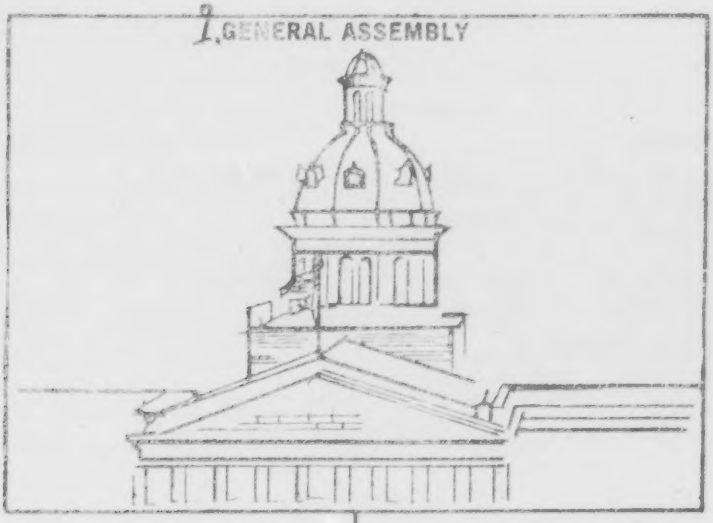
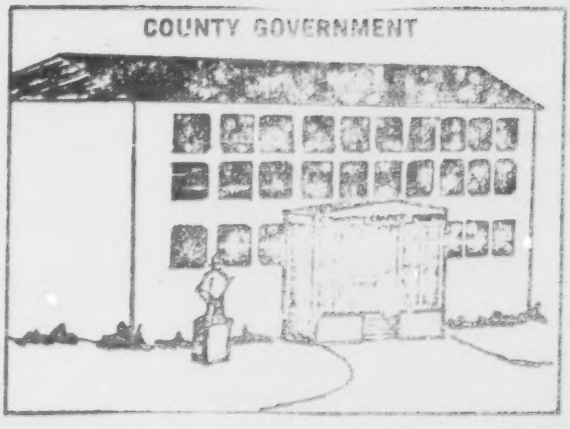
CITY AND COUNTY GOVERNMENTS GET THEIR POWER FROM THE STATE GOVERNMENT

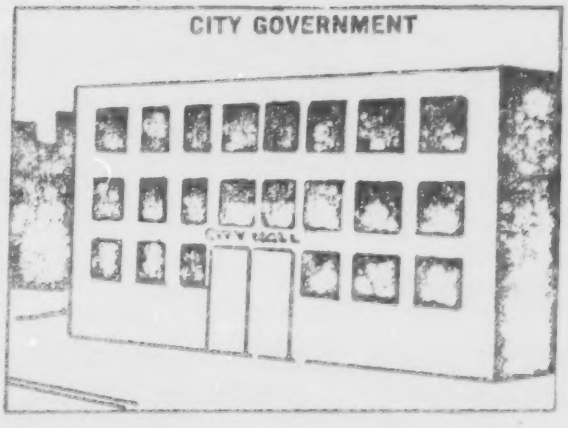
The General Assembly, the state law-making body which meets in Columbia, governs the state with the help of the city and county governments and other governing bodies. The General Assembly tells the city and county governments what kinds of jobs they can do. It gives the local government the power to do these jobs.

The General Assembly does not give all the 46 county governments exactly the same jobs and power. This is also true for city governments. Some cities in South Carolina have more power than others.



GIVES POWER TO GOVERN TO





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a. Name the Governor of South Carolina.

_____

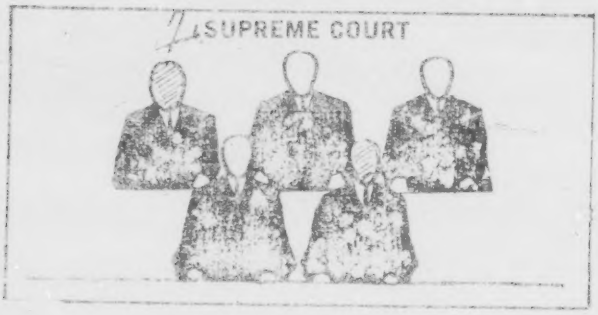
b. Where is South Carolina's lawmaking body? _____

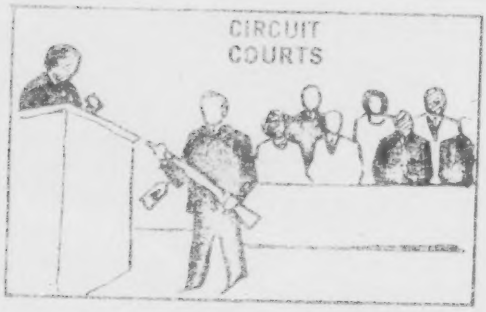
c. Name one senator from Greenwood in our state General Assembly.

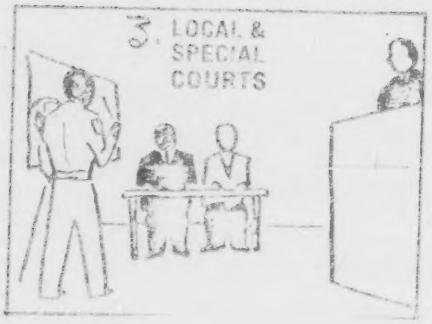
_____

10. Using transparencies, the Teacher will explain the state court system. Then the students will answer the questions below the picture charts.

COURT SYSTEM







a. Name South Carolina's three main courts.

(1) (2) (3)

11. A Word List - Worksheets will be given to each student. These sheets will be checked in group discussions.

12. Using a picture chart, the Teacher will show the difference between the local, state and federal governments.

I. Using the words below, write the correct word or words in the blank spaces provided.

Executive
territory
Cyril Busbee
Legislative
state
Judicial
John West

1. _____ _____ is our state superintendent.

2. _____ _____ is our state governor.

3. The three parts of our state government are _____,

_____, and _____.

4. South Carolina is a _____.

5. A _____ is a piece of land governed by the United States.

II. TRUE-FALSE (Place a "T" for true and an "F" for false in the space provided.

____ 1. There are 46 counties in South Carolina.

____ 2. Greenwood is a county.

____ 3. Ninety Six is a town in Greenwood County.

____ 4. South Carolina is a state.

____ 5. South Carolina laws are made by our general assembly.

____ 6. Our state general assembly is in Columbia, South Carolina.

III. Write the correct name of each person below in the space provided under the picture. Use the names below.

(1) Governor John West (2) Superintendent of Education Cyril Busbee
(3) Lieutenant Governor Earle Morris

-----pictures on the next page--------

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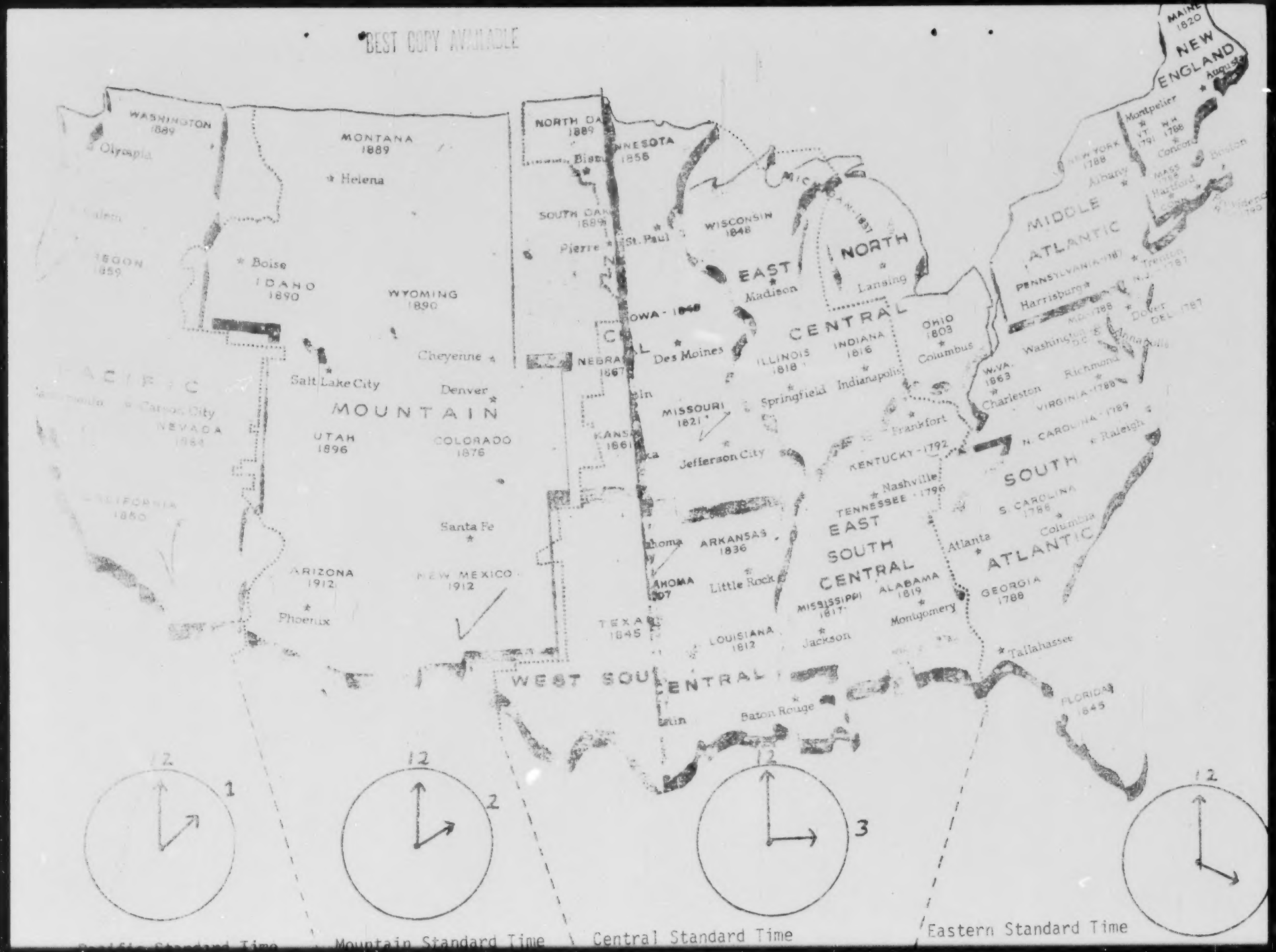

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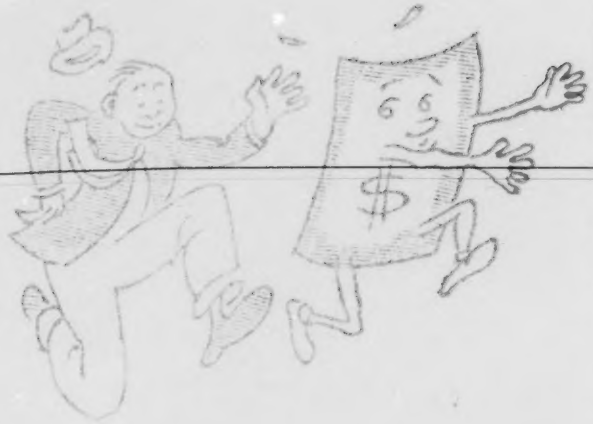
L E A R N I N G

A C T I V I T Y

P A C K A G E

FINDING A JOB AND GETTING ALONG WITH PEOPLE



SP007 615

Ninety Six High School
Ninety Six, S.C.

AMERICAN CIVICS 91

REVIEWED BY

Jimmy Campbell

LAP NUMBER 4

WRITTEN BY B. C. Calhoun

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RATIONALE

SALES CLERKS

Tool and Die Maker

YOUR JOB OPPORTUNITIES

Construction Worker

Lawyer

* Employers like cheerful workers.

X-Ray Technicians

Beautician

Plumber

Secretary

Auto Mechanics

Printer

* Is this employer getting his money's worth?

INSTRUCTIONS

All class activities should be teacher directed.

Progress Test — After Sections I and II

LAP Test — After Section III

RESOURCES

Books:

___ American Civics by Hartley and Vincent

Booklets and Pamphlets:

X How to Get a Jog and Keep It.

X The Job You Get by Richard H. Turner

___ Unemployment Is Non-Cents by Gary D. Lawson

___ About Getting A Job by Channing L. Bete

Filmstrips and Tapes: SET D-3 Career Opportunities I

___ New Career Opportunities -332

X Your Life of Work -337

X Interests Pay Off -341

___ Career Planning In A Changing World -361

X How to Study Occupations -365

BEHAVIORAL OBJECTIVE 1:

After you finish these activities, you will be able to discuss job preparation in terms of education.

Activities:

1. List at least two reasons why people work.
2. Using the overhead projector, the teacher will explain the seven cardinal principles of education.

ACTIVITY SHEET -

Use the words below to answer the following questions.

a. reading, writing and arithmetic
b. health habits
c. cooperation
d. job
e. home, school, country
f. leisure
g. polite and helpful
h. clean, health
i. getting along
j. community
k. history

Fill in the sentences below with the correct words above.

1. One of the main goals of our school is to teach the three R's _____, _____, and _____.
2. Schools should also help develop good _____ _____.
3. Schools teach you to take an active part in your _____.
4. Schools teach us how to _____ _____ with other people.
5. School teaches us how to make wise use of our _____ time.
6. School helps us to prepare ourselves for _____ openings.
7. School teaches us _____.
8. School teaches us to be _____ and _____.
9. School teaches you facts about _____.
10. School teaches you about your _____ _____ and _____.
11. School teaches us that being _____ is good for our _____.

Activities (cont.)

3. Using the overhead projector, the teacher will explain how to get the most out of school, in terms of:

   a. how to study
   b. class activities
   c. how to do well on a test
   d. taking part in school activities

ACTIVITY SHEETS -

Fill in the spaces with a correct word from the list below.

a. extracurricular
b. questions
c. study aids
d. attention
e. notebook, pencils, textbooks, the dictionary
f. proof
g. participate (take a part)
h. assignment

1. Students should pay careful _____ to what is being taught in each class.

2. _____ _____ are maps, charts, index, glossary and pictures.

3. All written assignments should be _____ read before handing in.

4. Before attacking an assignment make sure the materials you need are close at hand, some of these may be _____, _____, _____ and _____.

5. All students should _____ in class activities.

6. When ever an assignment is explained by a teacher and the student does not understand, he should ask _____.

7. Never attempt to do an _____ unless you understand what should be done.

8. Football, basketball, school clubs and cheerleading are _____ activities.

TRUE-FALSE: Put T for true and F for false.

_____ 1. Each student should budget his time wisely.

_____ 2. When doing homework, have everything you need at hand or close by.

_____ 3. You should listen to a radio or television while studying.

_____4. Make sure that the light is bright enough for studying.

_____5. Make sure you understand the assignment before you start.

_____6. Find a good working space and use it often.

_____7. Students should always bring their books, pencils and notes to class.

_____8. Students should pay attention to what is being taught in class.

_____9. Review notes before taking a test.

_____10. Read each question on the test carefully, before you begin to answer them.

_____11. All sports and clubs are called extra curricular activities.

_____12. Extra curricular activities add to your fun in school.

4. Using the overhead projector, the teacher will explain the personnel record card in terms of

   a) personal history
   b) school history
   c) health record
   d) extra curricular activities
   e) interest and abilities

5. A chart will be given to each student using the overhead projector. The teacher will explain each of the pictures in terms of

   a) motor skills
   b) audio skills
   c) perceptual skills
   a) language skills
   e) special talents

6. Using the booklet, "The Job You Get," pages 24-25, read the story "Flying Colors" and do the exercises on page 25.

7. American Civics pages 337-338. Using the overhead projector, the teacher will explain how some of the above activities may aid you in getting the job you want.

BEHAVIORAL OBJECTIVE 2:

After you finish these activities, you will be able to discuss job preparation in terms of interests and abilities.

ACTIVITIES:

1. The Beginning Dictionary by Thorndike and Barnhart - define the following

   a. interest
   b. ability
   c. values

2. Using the overhead projector, the teacher will discuss ways of finding your interests.

   a. List part-time or full-time jobs you have had or have.
   b. Did you like the work or do you like the work?
   c. What did you learn about yourself and your interests while working?
   d. Worksheets or jobs will be given to each student.
   e. Begin the listing of hobbies and list at least two of your hobbies.

3. Using the overhead projector, the teacher will list ways of finding your abilities.

4. Next to each activity, estimate your skills and abilities.

	Your Estimation		
	High	Average	Low
...skill in drawing, and painting			
...ability to keep neat and accurate records and file reports and other information			
CLERICAL SKILLS: Ability to type fast and ...			
MANUAL SKILLS: Skill in working with your hands and fingers.			
MATHEMATICAL ABILITY: Ability to work with ...			
VERBAL SKILLS: Ability to speak and write well			
...skill in working with ... who need special help			
MUSICAL SKILLS: Special talent to play ...			
...ability to work for long periods of time. Skill in out-doors			

	High	Average	Low
SOCIABILITY: Ability to meet and talk to all types of persons with ease.			
SCHOLASTIC ABILITY: Ability to read, study, and learn from school work. Ability to pass tests.			
JUDGMENT: Ability to locate situations accurately and to make wise decisions to use common sense.			

Why?

Why?

Why?

WHAT TYPES OF JOBS OR FIELDS OF WORK ARE SUGGESTED BY THE SCHOOL SUBJECTS AND SCHOOL ACTIVITIES YOU LIKE MOST? List them below:

_____

_____

_____

5. Using the overhead projector, the teacher will list persons and books that can help you most in planning for jobs.

List some work experiences that you have had in part time or summer jobs, or working for family or neighbors.

IT MAY HELP YOU TO THINK ABOUT YOUR WORK EXPERIENCE AND DECIDE WHAT TASKS YOU LIKED MOST.

WHAT WORK TASKS HAVE YOU ENJOYED LEAST?

Task

Why?

WHAT WORK TASKS HAVE YOU ENJOYED MOST?

Task

Why?

WHAT TYPES OF JOBS OR FIELDS OF WORK ARE SUGGESTED BY THE WORK EXPERIENCES WHICH YOU HAVE ENJOYED MOST? LIST THEM BELOW:

6. Using the overhead projector, charts, books and filmstrips, the teacher and students will have discussions on different kinds of jobs.

a) building trades
b) office work
c) technician
d) factory work
e) welding
f) plumbing

SELF EVALUATION

I. True - False: Put "T" for true and "F" for false.

____ 1. Language skills deal with the ability to speak and write well.

____ 2. Your school history refers to grades made on subjects taken in school.

____ 3. Interests are those things that you enjoy doing.

____ 4. The ability to play the organ well is a special talent.

____ 5. Motor skills measure how fast and how well you can do things with your hands.

II. Matching Exercise: Put the correct letter in the space provided.

a) aptitude test
b) perceptual skills
c) number skills
d) personnel record form
e) extra curricular

____ 1. A test that helps to discover your abilities and interest.

____ 2. The skill or ability to picture objects in your mind.

____ 3. The ability to work with numbers quickly and accurately.

____ 4. Activities in addition to school subjects-examples are basketball, football, and hockey.

____ 5. A form on which the employer asks an employee to give information about himself.

III. Write the meaning of words below:

a. values

b. personality

IV. List methods or ways of studying.

SECTION II Finding and Keeping a Job

BEHAVIORAL OBJECTIVE 1:

After you finish these activities, you will be able to list ways of finding and keeping a job.

Activities:

1. Using the overhead projector or pamphlets, the teacher will explain five ways of finding a job.

   a) Prepare a help-wanted chart. Use newspapers or magazines. This should be handed in to the teacher.

   b) Using the booklet, "The Job You Get," pages 30-31, read the information and do the exercise.

2. Using the overhead projector or a stencil, the teacher will explain the letter of job application to the students.

   a) Sample letters of job application will be discussed with each student.

   b) Teacher and students will explain and write a letter of job application

3. Using the overhead projector, the teacher will explain the job interview.

   a) The teacher will list rules that should be followed in a job interview.

   b) The teacher will list rules that should not be followed in a job interview.

   c) The teacher will list items that each person should take with them on a job interview.

   d) Read pages 32-33 of the booklet, "The Job You Get," and do the exercise on job interview.

BEHAVIORAL OBJECTIVE 2:

After you finish these activities, you will be able to discuss job relationship.

Activities:

1. List at least two good work habits when working on a job. Show how these work habits can help you keep your job.

2. The teacher will list and discuss rules for succeeding on any job. Read pages 34-35 of the booklet.

SELF EVALUATION

True - False Put "T" for true and "F" for false.

_____ 1. When working on a job, be interested in the job.

_____ 2. Gum should be chewed in job interviews in order to relax the job seeker.

_____ 3. You should always be on time for a job interview.

_____ 4. Employers want persons that are willing to work hard.

_____ 5. For an interview, dress neatly, but don't over dress.

_____ 6. Freedom of job choice in America means that the person is free to choose (be hired) at any job he wishes to enter, if he meets the qualifications.

_____ 7. Information about jobs may be obtained from counselors, books, watching other workers, and on the job training.

_____ 8. The job interview is a talk between an employer and the person who wants the job.

_____ 9. Your application should be filled out neatly with no misspelled words.

_____ 10. Have a list of names and addresses of people you know to use as references on your application.

II. Answer these questions.

1. List two ways of finding a job.

a)

b)

2. List two things that should not be done in a job interview.

a)

b)

Section III

Kinds of Jobs

BEHAVIORAL OBJECTIVE 1:

After you finish these activities, you will be able to list jobs that require long years of training.

Activities:

1. Using the overhead projector, the teacher will write the meaning of these words.

   a) professions
   b) technicians
   c) managers
   d) vocations
   e) academic
   f) apprenticeship

2. Students will then name

   a) two professional jobs
   b) two technicial jobs
   c) two managerial jobs

3. In which of the following jobs do you need the most training, the most amount of training?

   ___ a) doctor
   ___ b) radio and television repairman (fixer)
   ___ c) manager of a grocery store

BEHAVIORAL OBJECTIVE 2:

After you finish these activities, you will be able to discuss the skilled workers.

Activities:

1. Using the overhead projector, the teacher will write the meaning of this phrase, "skilled workers."

   a) Name five skilled jobs and two skilled workers.
   b) List and explain the way most skilled workers are trained.
   c) List four things that most skilled workers must be able to do in a job.

2. Using the overhead projector, the teacher will write the meaning of semi-skilled worker.
   a) You will find four semi-skilled jobs and two semi-skilled workers in this area.

3. Using the Beginning Dictionary by Thorndike and Barnhart write the meaning of these words.

   a) employee
   b) employer
   c) employment

4. You will list qualities that employers look for in

   a) professional workers
   b) skilled workers
   c) semi-skilled workers

5. The teacher and students will list unfavorable problems semi-skilled workers might have.

BEHAVIORAL OBJECTIVE 3:

After you finish these activities, you will be able to discuss the unskilled workers.

Activities:

1. Using the overhead projector, the teacher will write the meaning of unskilled worker.

   a) The teacher will give examples of unskilled workers.
   b) The teacher will list reasons there are less unskilled jobs and more semi-skilled jobs.

2. Using the following kinds of workers, answer the questions listed below.

   a) professional
   b) skilled workers
   c) semi-skilled workers
   d) unskilled workers
   e) technicians
   f) managers

   1) The job of sweeping the floors in a factory is an example of an _____ _____

   2) The job of working in a medical X-Ray Lab is called a _____.

   3) A doctor requires many years of training, therefore, he is a _____ worker.

   4) A job that does not require long years of training of which an example is a factory machine operator and transportation driver is a _____.

   5) A person that carries out the work of a business is called a _____.

   6) A carpenter and a brick layer are considered _____ _____.

3. The teacher will list the jobs that offer you the greatest living condition in your life time.

4. Using the overhead projector, the teacher will write the meaning of these words.

   a) self employed
   b) service workers
   c) clerical workers

a) Students will list four self-employed jobs.

1. 3.

2. 4.

b) The teacher will list and explain three groups of service workers.

c) The teacher will list two clerical jobs in the United States.

5. Using the overhead projector, the teacher will explain the difference between the

a) A single proprietorship and a partnership business.

b) The teacher will list the favorable and unfavorable reasons for having your own business (single Proprietorship)

c) The teacher will list favorable and unfavorable reasons for having a partnership business (two or more owning the business)

SELF EVALUATION

I. True - False: Put "T" for true and "F" for false.

____ 1. Self employed people work for themselves.

____ 2. Most of the workers in America are semi-skilled.

____ 3. Americans are free to choose the kind of job he wishes to enter, if he qualifies.

____ 4. Professional jobs require long years of training - example a doctor.

____ 5. Most semi-skilled workers are trained on the job.

II. Answer these questions.

1. List two professional jobs.

a) b)

2. List two skilled jobs.

a) b)

3. List two semi-skilled jobs.

a) b)

4. List two unskilled jobs.

a) b)

5. List two self employed workers you know.

a) b)

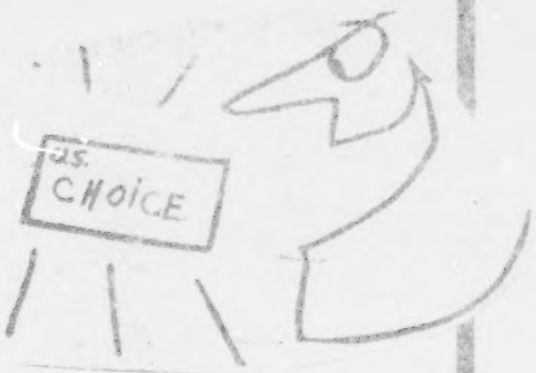
ADVANCE STUDY

1. A group of students who have part time jobs may report to the class describing their work and what they are learning from it.
2. Two students with the teacher's approval may have the school counselor to speak to the class on job opportunities in Greenwood County.
3. You may draw a cartoon showing good and bad interviewing practices.
4. Using colored pens and colored construction paper, you may do a poster showing the different kinds of jobs listed under the following headings:

LEARNING ACTIVITY PACKAGE

SPENDING YOUR MONEY WISELY

The Intelligent Shopper



SP007 6/5

Ninety Six High School
Ninety Six, S.C.

AMERICAN CIVICS 91

REVIEWED BY Jenny Compton

LAP NUMBER 5

WRITTEN BY Mrs. Calhoun

BEST COPY AVAILABLE

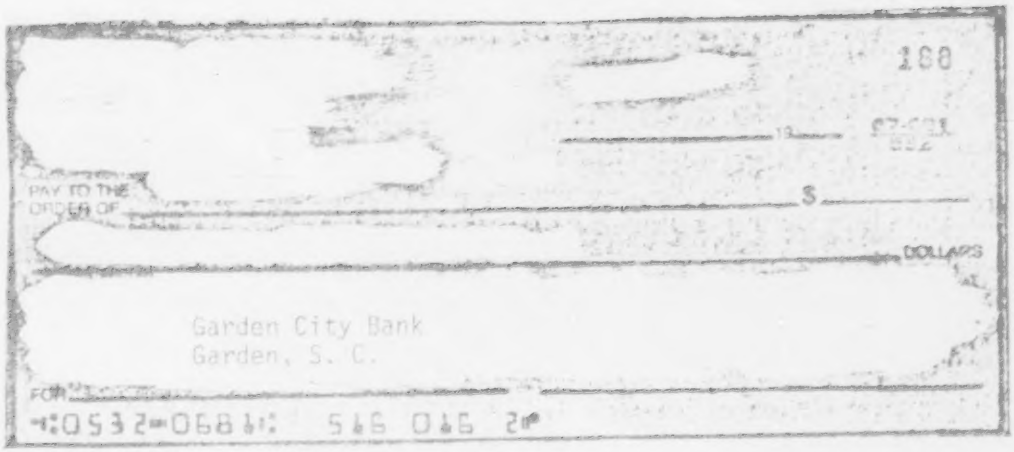
RATIONALE

Tools that were once Used for money.

money

GREEK COIN WITH PICTURE OF BULL

American coins



Section I What Is Money?

After completing this section, you will be able to discuss the value of

development of the
also list reasons

the teacher will

the amounts that

read the story,

and explain the four

"The Money You Spend" and do exercise

After completing these activities, you will be able to discuss checkbook money.

Activities

the teacher will explain the history of

the teacher will explain how

3. Using the overhead projector, the teacher will explain:

a) The purpose of writing

Students will practice writing a check by filling in the check below:

188

DOLLARS

on the line or lines

sons why you should

money in terms of:

d) credit association

Buying Insurance.

difference

Insurance

-
-
-
-

and saving money

discuss spending money

their

explain the three

on their

monthly

," by Richard
ried "Embarrassed")

your money.
will be discussed

impulse buying
will be

learn the value of money.

LEARNING
ACTIVITY
PACKAGE

SP 007 615

YOUR ENVIRONMENT

AMERICAN CIVICS 91

REVIEWED BY _____

LAP NUMBER 6

WRITTEN BY B.C. Calhoun

INSTRUCTION SHEET

1. Progress and LAP tests will be administered according to the individual student's progress in the LAP.

2. Under the Individualized Instruction Program, the teacher will instruct this LAP according to the needs of the individual students.

3. Advanced Studies from the back of the LAP will be assigned and any other materials necessary to meet the needs of the individual student.

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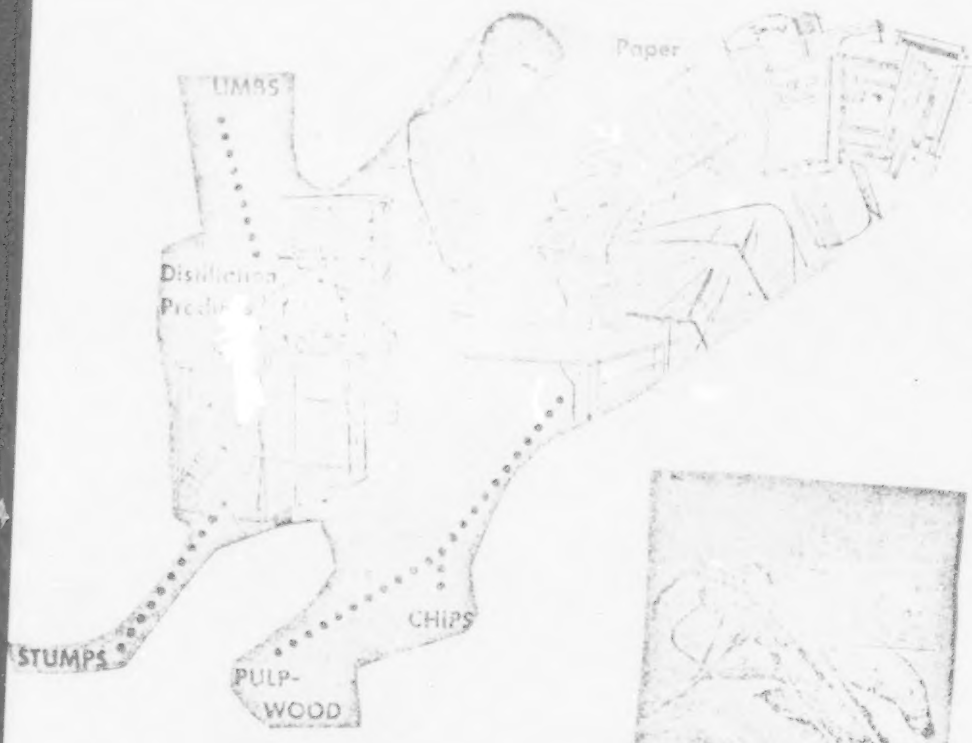
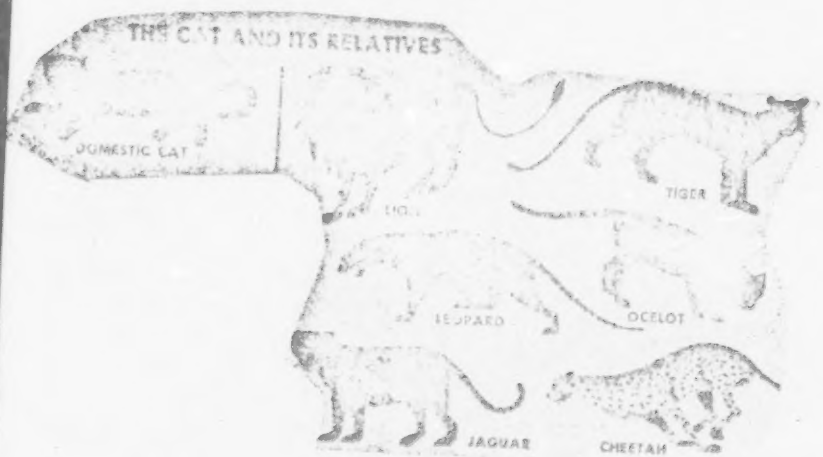
RATIONALE (PURPOSE OF THE LAP)





RESOURCES

Books: (x indicates required)

__X__ American Civics by Hartley & Vincent

__X__ World Book Encyclopedia

__X__ Ecology by Shelly & Mary Louise Grossman

__X__ Modern Physical Science by Brooks

Filmstrips and Cassette Tapes: (Series 99/0)

___ "This Land of Ours" 99/Z

___ "The Waste of Our Resources" 99/B

___ "The Need for Conservation" 99/C

___ "Water and Its Conservation" 99/C

___ "Soil and Its Conservation" 99/E

___ "The Conservation of Our Forests" 99/F

___ "The Conservation of Wildlife" 99/G

___ "The Conservation of Minerals" 99/H

___ "The Conservation of Human Resources" 99/I

Films:

___ "Threshold of Tomorrow"

___ "To Conserve and Protect"

___ "A Noble Venture"

___ "The Gifts"

___ "The Trouble with Trash"

___ "TVA and the Nation"

___ "Valley of the Tennessee"

___ "This Is TVA"

SECTION I - THE IMPORTANCE OF OUR NATURAL RESOURCES

Behavioral Objective 1:

After you finish defining the words below, you will be able to demonstrate your knowledge of these words on a progress and/or LAP test.

a. renewable resources
b. ecology
c. wildlife
d. top soil
e. erosion
f. environment
g. pollution
h. conservation
i. water cycle
j. soil bank

Behavioral Objective 2:

After you finish the activities listed, you will be able to list the importance of our natural resources.

Activities:

The teacher will identify natural resources and name some of them.

Behavioral Objective 3:

After you finish the activities below, you will be able to identify the kinds of forests.

Activities:

In World Book Encyclopedia, pages 336-337, "F", define forest and list the three kinds of forests.

1. Define conifers and name three softwood trees.

   a. Name at least three countries which grow these trees.
   b. Name some uses for softwood trees, such as pines and cedars.
   c. What animals usually use these trees for shelter?

2. Define and describe deciduous trees.

   a. Name at least three hardwood trees.
   b. What animals usually find food and shelter in hardwood trees?
   c. Name at least three hardwood trees in Greenwood, S.C.

3. Name at least three tropical trees.

   a. Describe the tropical rain forests.
   b. What animals live in the tropical rain forests?
   c. What countries grow these trees?
   d. What are tropical rain forest trees used for (i.e. mahogany & cypress)?

Behavioral Objective 4:

After you finish these activities, you will be able to list some of the products that are made from trees.

Activities:

1. List some of the wood products that are made from trees.

2. List some of the chemical products that are made from trees.

3. List some of the industrial products that are made from trees.

Behavioral Objective 5:

After you finish these activities, you will be able to list and describe some of the enemies of the forests.

Activities:

1. List and describe some insects that destroy trees.
2. What are we doing to protect our forests?
3. List and describe some of the diseases that destroy trees.
4. List at least five causes of forest fires and list some of the things that are usually destroyed by forest fires.

IDENTIFY THE PICTURE.....

Behavioral Objective 6:

After you finish these activities, you will be able to discuss animals.

Activities:

1. You will bring pictures to school of at least two animals.
2. Define: a. tame animals b. wild animals
3. The teacher will list and discuss animals that live:

   a. on land b. in water

4. The teacher will illustrate the difference between warm-blooded and cold-blooded animals.
5. The teacher and students will discuss helpful animals to man. (Pictures of some of these animals will be on display.)

6. The teacher and students will discuss harmful animals to man. (Pictures of some of these animals will be on display.)

Behavioral Objective 7:

After you finish these activities, you will be able to discuss forest and wildlife conservation.

Activities:

1. Each student will list at least five things that they know about the forest.

2. Using the overhead projector, the teacher will describe the eastern forest in terms of conservation of wildlife.

   a. Why did the passenger pigeon become extinct?
   b. What is a niche?
   c. Why is the decay of a tree important to a forest?
   d. Why can different birds co-exist in a forest?
   e. How do owls catch their prey?

3. Using the overhead projector, the teacher will list and explain ways of conserving our forests.

4. Using pictures and the overhead projector, the teacher will explain wildlife conservation.

5. The teacher will show filmstrips and tapes on forest and wildlife conservation.

AN ACTIVITY SHEET WILL BE GIVEN TO EACH STUDENT ON FOREST AND ANIMAL CONSERVATION.

SELF EVALUATION

TRUE-FALSE: Put"T" if true and "F" if false in the space provided.

____ 1. Some of our natural resources are air, soil, forests and minerals.

____ 2. Soil furnishes food for man.

____ 3. Forests are homes for animals.

____ 4. Newspapers are made from wood.

____ 5. Pulpwood is mixed with chemicals to make plastics.

____ 6. Beetles destroy trees.

____ 7. Blight is a d sease that destroys most chestnut trees.

____ 8. Forest fires destroy trees, plants, birds and other animals.

____ 9. Hardwood forests are deciduous trees because they shed their leaves each year and grow new ones.

____ 10. Oak and hickory are hardwood trees because they grow mostly in warm weather.

____ 11. Softwood forests are cone-bearing trees such as pines and cedars.

____ 12. Softwood forests grow mostly in cold regions (example: Canada).

ANSWER THESE QUESTIONS:

1. Name two warm-blooded animals that you know.

   a.

   b.

2. List two animals that are helpful to man.

   a. b.

3. List two ways in which animals are harmful to man.

   a.

   b.

SECTION II - WHAT IS POLLUTION?

Behavioral Objective 1:

After you finish these activities, you will be able to discuss pollution.

Activities:

1. Using the BEGINNING DICTIONARY by Thorndike, the students will define "pollution".

2. The teacher will explain why we have pollution.

3 a. The teacher will explain why people pollute their environment.
b. The teacher will list and explain the three factors that increase pollution in modern times on the overhead projector.

3. Each student will list five ways in which they pollute the environment.

4. The teacher will show a filmstrip and let students listen to a tape on the need for conservation.

5. Students will view a filmstrip and listen to a tape on "This Land of Ours". A general class discussion will take place at the end of the filmstrip.

Behavioral Objective 2:

After you finish these activities, you will be able to discuss air pollution.

Activities:

1. The teacher will describe the air.

2. The teacher will describe the atmosphere in terms of:

a. the troposphere
b. stratosphere
c. oxygen and carbon dioxide
d. air current (winds)
e. wind patterns

Then the teacher will explain what air pollution is.

3. Using the chalk board or the overhead projector, the teacher will list and explain causes of air pollution, and ways in which air pollution affects the environment.

4. The teacher will define renewable resources and explain why air is a renewable resource.

5. The teacher and students will state which pollutes the air more and why:

a. cars b. factories c. heating homes d. generating electricity

6. The teacher will list ways in which air pollution damages our homes, farms, and landscape.

Behavioral Objective 3:

After you finish these activities, you will be able to discuss Water Pollution.

Activities:

1. The teacher will describe water.

   a. List at least three sources of drinking water and ways of purifying it.
   b. List and explain the five processes of water purification.
   c. List some of the impurities that usually cause hard water.
   d. What problems do hard water usually cause.
   e. List ways of softening hard water.
   f. The teacher will identify water cycle and water table.
   g. The teacher will explain the difference between fresh and salt water and their uses.

2. Each student will select two of the largest fresh water bodies and write reports.

   a. Lake Superior
   b. Lake Michigan
   c. Lake Huron
   d. Lake Erie
   e. Lake Ontarior

3. Two reports will be written on either of the salt water bodies below:

   a. Pacific Ocean
   b. Atlantic Ocean
   c. Indian Ocean
   d. Arctic Ocean

4. The teacher will list and explain some of the bodies of salt water. Pictures will also be shown.

5. Using the overhead projector, the teacher will list and explain the following types of water pollution.

   a. chemical
   b. sewage
   c. thermal
   d. silt
   e. crude

6. Using the overhead projector, the teacher will list and explain the method for purifying polluted water.

7. Worksheets will be given to each student. Then a filmstrip will be shown (with a tape) on water conservation .

8. The students will describe sound.

   The Teacher will describe noise pollution and list ways in which man can eliminate some of the noise pollution in the United States.

9. Students will list at least five causes of noise pollution in Greenwood County.

OPTIONAL-EXTRA CREDIT: Students will be given extra credit for bringing in pictures showing air, noise and water pollution.

SELF EVALUATION

TRUE-FALSE: Put "T" for true and "F" for false in the space provided.

____ 1. Water pollution kills fishes and destroys flowers and grass.

____ 2. Water is a natural resource.

____ 3. Pollution is dirtying of the air or water with smoke, smog and carbon dioxide.

____ 4. Old cars, trucks and garbage in our yards cause pollution.

____ 5. All fresh water comes from the clouds through the method called the water cycle.

____ 6. Air is a renewable resource because nature helps clean the air, and it can be used over and over again.

____ 7. The symbol for drinking water is H_2O.

____ 8. The term hard water means it is hard to make suds with.

____ 9. Hard water may be softened by boiling.

____ 10. Lake Superior is a body of fresh water.

____ 11. The Atlantic Ocean is a body of salt water.

____ 12. Underground and fresh bodies of water supply man with drinking water.

____ 13. Air is a mixture of colorless, odorless gases, such as nitrogen, oxygen and carbon dioxide.

SECTION III - ECOLOGY - THE VITAL KEY

Behavioral Objective 1:

After you finish these activities, you will be able to discuss ecology.

Activities:

1. Using the overhead projector, the teacher will define ecology and illustrate how plants and animals depend upon each other.

2. Using the overhead projector, the teacher will illustrate ways in which humans have upset the balance of nature.

   a. Pictures of natural resources will be shown to students.
   b. The teacher will give several examples of resources being wasted.

3. The teacher will explain why unrestricted DDT is dangerous.

Behavioral Objective 2:

After you finish these activities, you will be able to discuss the conservation of land.

Activities:

1. The students will list five uses of land.
   The Teacher will list other uses of land.

2. Using the overhead projector, the teacher will list and explain the following land forms and land areas.

a. Plains - why plains are treeless	Asia & Africa
b. Hills	North America
c. Mountains	South America
d. Plateaus	Europe & Australia

   The Teacher will show pictures of these land forms and explain their uses.

3. The Teacher will give examples of how Americans' public opinions can improve the environment.
   Students will list things that they can do to improve the environment.

4. Using an overhead projector, and posters, the Teacher will list and explain ways in which farmers are practicing soil conservation.

5. The teacher will show a filmstrip and let the students listen to a tape on "Soil and Its Conservation". Activity sheets will be given out.

6. In groups, the teacher and students will discuss population explosion in terms of its being a threat to the land.

Behavioral Objective 3:

After you finish these activities, you will be able to list ways in which the government helps to protect our environment.

Activities:

1. Each student will list at least ten national parks and do a two-page written report on at least one.

2. Each student will list at least five national monuments and do a written report on at least one.

3. Describe the work of each of the following men in terms of early conservation:

   a. Theodore Roosevelt b. Gifford Pinchot c. Franklin D. Roosevelt

4. Using the overhead projector, the teacher will discuss the role of the federal government in conservation in terms of :

   a. National Environmental Policy Act
   b. Clear Acts Acts
   c. Water Pollution Control Acts
   d. Wildlife Acts

5. The teacher will list and explain the Independent Agency that houses the Conservation programs.

Behavioral Objective 4:

After you finish these activities, you will be able to identify your state conservation program.

Activities:

1. The teacher and students will list and discuss some of the conservation activities in our county. A conservationist may come to speak to the class.

2. Using the overhead projector, the teacher will list and explain some conservationist organizations.

3. The teacher will list and explain ways in which each American citizen can help to protect the environment.

SELF EVALUATION

TRUE-FALSE: Put a "T" if true and an "F" if false in the space provided.

____ 1. The program to save our resources is the conservation movement.

____ 2. Gifford Pinchot wrote a book entitled "Breaking New Ground".

____ 3. A leader in the movement for conservation was President Woodrow Wilson, who appointed Gifford Pinchot.

____ 4. Soil is a renewable resource, for it can be used over and over again.

____ 5. Ecology is the study of the balance of nature, or how animals and plants depend upon each other.

____ 6. Asia is the largest continent.

ANSWER THESE QUESTIONS:

1. How has man upset the balance of nature?

2. Name two mountains.

   a.

   b.

3. List two ways in which you can help conserve our natural resources.

   a.

   b.

4. What is contour plowing?

5. What is erosion?

ADVANCED STUDY

1. In small groups or individually, students may discuss how man has upset the balance of nature in North America. A map of North America will be drawn by the individual student or by the group.

2. In small groups or individually, students may do research on our national parks and seashores.
   Students should be able to discuss why the Federal Government built up our parks and seashores.
   Orally or in paragraph form, students may demonstrate their knowledge of Greenwood State Park.

3. A committee or an individual student may prepare charts or graphs or maps for display on the problems of pollution in our county, state, or in our country.

4. Groups within the class may participate in a practical conservation project by doing one of the following:
   a. cleaning the school grounds
   b. gathering papers and cans for recycling
   c. planting trees
   d. displaying pamphlets, booklets, and drawings on anti-pollution subjects